Maryland Report Card

Kent County

2014 Progress Report



2014 School Progress

	Percent Reading	Proficient Mathematics		oation Rate Mathematics	Graduation
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	na	na	na	na	na
Asian	Met	Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Not Met	Not Met	na	na	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	
White	Not Met	Not Met	Met	Met	Not Met
Two or more races	Met	Not Met	na	na	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	na	na	na
	All Students	Attendance	Rate	M	et

	County	County	State	State
Attendance Rate %	2014	2013	2014	2013
Elementary	≥ 95.0	94.6	95.7	95.5
Middle	≥ 95.0	94.1	95.4	95.1
High	94.1	91.4	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	29.7	34.4	27.2	28.4
Advanced Professional	69.5	63.1	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	1.0	0.9
% of classes NOT taught by highly	y qualified te	achers:		
All Quartiles	2.1	1.2	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate%				
Class of 2013 (4-Year Rate)		88.00		84.97
Class of 2013 (5-Year Rate)	89.14		87.48	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were <u>not</u> measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

Kent County

Reading

Mathematics

MSA Proficiency Levels

COUNTY % Basic % Proficient % Advanced % STATE % Grade Grade 3 2014 3 2014 39.2 57.0 22.8 62.3 14.8 2013 17.9 64.2 17.9 2013 60.5 22.1 17.4 4 2014 10.4 68.8 20.8 4 2014 13.7 55.5 30.8 2013 2013 64.9 24.7 10.4 11.8 58.4 29.8 5 2014 5 2014 34.5 54.4 11.8 33.6 54.6 11.0 2013 13.8 35.9 50.3 2013 31.8 56.6 11.6 6 2014 30.6 44.2 25.2 6 2014 16.8 39.5 43.7 2013 18.5 40.8 40.8 2013 40.6 43.5 15.9 7 2014 24.8 31.6 7 2014 21.2 35.9 42.8 2013 51.9 35.1 2013 36.9 48.1 13.0 15.0 8 2014 43.4 28.9 8 2014 36.6 40.3 27.7 23.1 37.8 46.1 2013 43 9 2013 34 9 18.2 19 0 *E 2014 *E 2014 19.3 54.1 66.4 14.3 17.4 28.6 2013 25.3 62.3 12.3 2013 17.0 55.3 27.8 3 2014 32.2 55.9 11.9 3 2014 25.8 54.8 19.4 2013 17.3 54.9 2013 53.3 28.9 32.2 4 2014 15.9 53.3 30.8 4 2014 19.4 48.4 43.9 2013 42.1 18.1 38.1 11.2 46.7 5 2014 60.5 11.8 5 2014 27.2 52.9 19.9 27.6 2013 20.7 2013 19.1 55.5 25.3 24.1 55.2 49.7 5<mark>.</mark>4 6 2014 44.9 6 2014 32.2 46.4 21.4 2013 26.9 59.2 13.8 2013 22.9 48.0 29.1 7 2014 42.4 1<mark>0.</mark>9 7 2014 36.9 43.5 46.7 56.1 49.3 2013 31.0 2013 27.4 50.9 35.8 13.2 32.8 25.9 8 2014 8 2014 41.3 25.5 25.5 36.4 30.6 49.0 33.0 2013 2013 *A 2014 13.9 63.5 22.6 *A 2014 15.8 54.4 29.8 19.6 2013 26.4 54.1 2013 15.8 53.4 30.8 5 2014 28.4 55.5 16.1 5 2014 35.8 54.9 9.3 28.5 62.5 9.0 2013 33.0 56.4 10.6 25.0 69.2 5.8 30.6 62.8 6.6 8 2014 8 2014 33.3 61.2 5.4 28.6 64.6 6.7 2013 2013 66.2 22.9 *R 2014 23.9 9.9 *R 2014 15.4 61.7 21.9 58.7 14.2 17.4 60.7 2013 27.1 2013 100 50 50 50 100 50 100

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Maryland School Assessment (MSA)

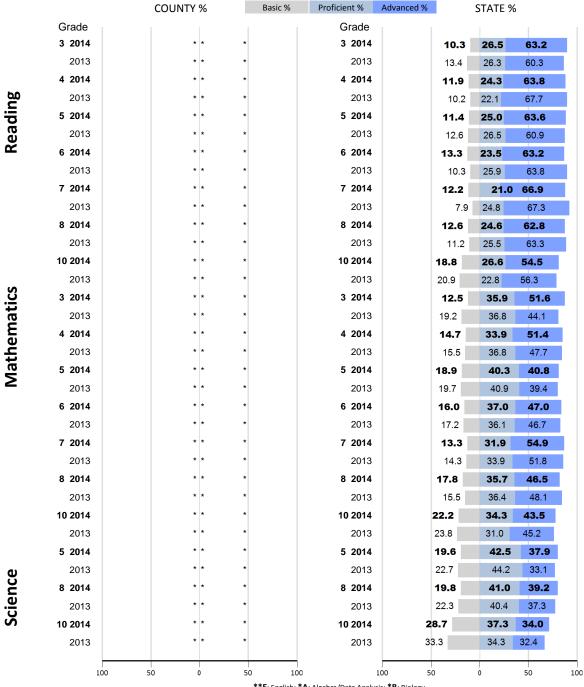
The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

100 • E: English; • A: Algebra/Data Analysis; • B: Biology **Description of MSA Proficiency Levels** Reading: English: Mathematics: Algebra/Data Analysis: Science: Biology: Students are unable to read Students have difficulty Students show they have only Students show they have only partially Students show they need more work Students demonstrate a minimal understanding of biology and understand literature comprehending grade partially mastered the skills and mastered the skills and concepts to attain proficiency. They use concepts, principles, and/or skills. Student responses indicate and passages of information appropriate literature and concepts that Maryland expects defined in the Maryland Algebra/Data minimal supporting evidence, and limited synthesis of information and understanding of scientific that are written for students applying language choices students to know and be able to Analysis Core Learning Goals responses provide little or no terminology in their grade. when writing. do at this grade level. synthesis of information. Students can read text Students can comprehend Students show they have an Students show they have an Students use supporting evidence Students demonstrate a realistic and rigorous level of written for students in their understanding of fundamental algebra that is generally complete with some achievement by providing evidence of an understanding of grade appropriate literature understanding of fundamental grade level skills and concepts biology concepts and the ability to use scientific evidence to grade, and they can / data analysis skills and concepts and integration of scientific concepts, and apply appropriate demonstrate the ability to language choices when and can generally solve entrycan generally solve entry-level principles, and/or skills generally integrate scientific concepts, principles, and/or skills. understand literature and level problems in mathematics. problems in algebra/data analysis Student responses indicate some synthesis of information and writing. passages of information. understanding of scientific terminology. Students show they can regularly Students can regularly read Students can regularly Students can regularly solve complex Students use scientific evidence to Students demonstrate an exemplary level of achievement by text that is above their grade comprehend and interpret solve complex problems in algebra/data analysis problems and demonstrate a full integration of providing evidence of a complete understanding of biology level, and they can complex literature and mathematics and demonstrate demonstrate superior ability to reason scientific concepts, principles, and/or concepts and the ability to use scientific evidence to fully demonstrate the ability to superior ability to reason consistently apply mathematically integrate scientific concepts, principles, and/or skills. Student appropriate language choices mathematically. understand complex responses indicate a complete synthesis of information and literature and passages of to write effectively understanding of scientific terminology information.

Kent County

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.



Alternate Maryland School Assessment (Alt-MSA)

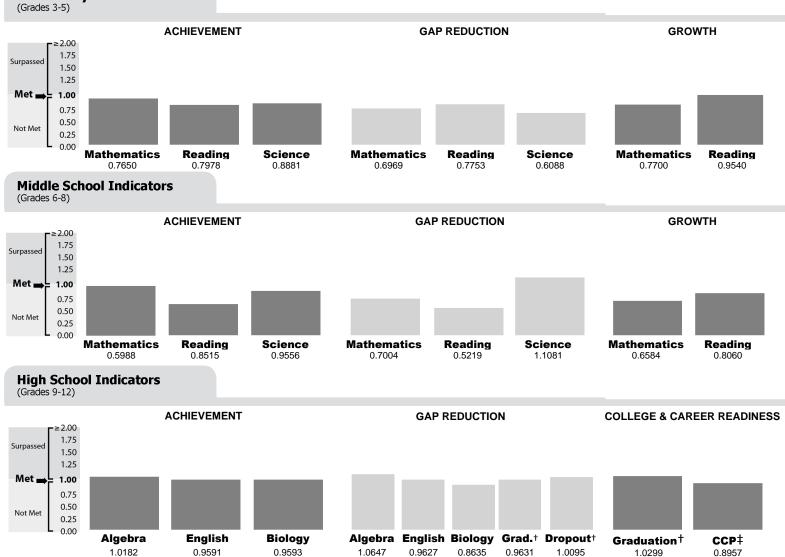
The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

**E: English; *A: Algebra/Data Analysis; *B: Biology

Kent County

2014 School Progress Index (SPI)

Elementary School Indicators



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary nstitution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

[†]College and Career Preparation (CCP) – 2012 [‡]Data from 2013

School Progress						Δtt	endano	ce Rate %		ool		ounty		ate
- Togicss						_				2013	2014	2013	2014	2013
	Percent F Reading			pation Ra ing Mat	ite Graduati		lementa 1iddle	ry	94.9	≥ 95.0 *	≥ 95.0 ≥ 95.0	94.6 94.1	95.7 95.4	95.5 95.1
All Students		Met	Met	Me			iidale igh		*	*	≥ 95.0 94.1	94.1	92.7	92.5
American Indian or	*	*	*	*		_	U	ualifications			34.1	31.4	32.7	32.3
Alaska Native		*	*	*		_	f certific							
Asian	*	*	*	*		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Professional	9.1	27.3	29.7	34.4	27.2	28.4
Black or African		Met	,,,			A	dvanced	Professional	90.9	72.7	69.5	63.1	65.5	65.1
American		iviet	na	na		R	esident ⁻	Гeacher	0.0	0.0	0.0	0.0	0.7	0.8
Hispanic/Latino of any	na	Met	na			C	ondition	al Teacher	0.0	0.0	0.0	0.0	1.0	0.9
race Native Hawaiian or				+				NOT taught by high						
Other Pacific Islander	*	*					ll Quarti		0.0	0.0	2.1	1.2	7.6	6.2
White						_		ry Low Poverty	*	*	*	*	3.0 11.4	2.4 6.6
Two or more races		na	na	na				ry High Poverty V Low Poverty	*	*	*	*	6.0	5.6
				+		_		High Poverty	*	*	*	*	15.7	14.0
Free/Reduced Meals		Met	na	na				luation Rate						
Special Education		Met	na	na				013 (4-Year Rate)		*		88.00		84.97
Limited English Proficient	na	Met	na	na				013 (4-Year Rate)	*	·	89.14	88.00	87.48	64.97
	MS	A Profic	iencv	.evels		В	asic %	Proficient %	Advance	ed %			Alt-	MSA I
			•				Laval is he	low the goal		Appro	ximately	1% of Ma	ryland stu	idents tal
Approximate set for all stu	ly 99% of M	aryland stud	lents take	MSA, 1% 1	ake Alt-MSA. T	ne Basic	Level is be			stude	nts.			
	ly 99% of M dents.	aryland stud	lents take	MSA, 1% 1		STATE						RADE	SO	CHOOL%
set for all stu	ly 99% of M dents.	•		COUNTY	′ %						G	RADE 3 2014	\$(*	CHOOL%
set for all stu GRADE	ly 99% of M dents. Si	CHOOL%	* 39.	COUNTY 2 57.0	′ %	STATE 62.3	%				G		* *	CHOOL% * *
set for all stu GRADE 3 20 1	ly 99% of Modents. Si 14 *	CHOOL%	* 39 .0.6 17.	COUNTY 2 57.0 9 64.2	% ≥5.0 22.8	STATE 62.3 60.5	% 14.8				G	3 2014	*	*

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.0661. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels

			oficier	-					asic %	Proficient %	Advanced %				Profi						
Approximately 9 set for all studen		laryland	student	s take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	elow the goal		roximately 1% of Mary lents.	land stu	udents	take Alt-N	ИSA. Th	e Basic L	evel is b	elow th	e goal se	et for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOOL	_%	C	OUNTY	%	5	STATE 9	%
3 2014	*	*	*	39.2	57.0	≥5.0	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	8.8	70.6	20.6	17.9	64.2	17.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	6.1	72.7	21.2	10.4	68.8	20.8	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	≥5.0	65.5	31.0	10.4	64.9	24.7	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	≥5.0	29.0	71.0	11.8	33.6	54.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	≥5.0	27.3	68.2	13.8	35.9	50.3	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	30.6	44.2	25.2	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	18.5	40.8	40.8	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	24.8	31.6	43.6	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	13.0	51.9	35.1	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	27.7	43.4	28.9	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	18.2	43.9	37.8	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	19.3	66.4	14.3	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.3	62.3	12.3	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	26.1	65.2	8.7	32.2	55.9	11.9	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	11.4	57.1	31.4	17.3	54.9	27.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	6.1	51.5	42.4	15.9	53.3	30.8	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	≥5.0	17.2	79.3	18.1	38.1	43.9	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	≥5.0	87.1	9.7	27.6	60.5	11.8	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	13.6	63.6	22.7	24.1	55.2	20.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	44.9	49.7	5.4	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	26.9	59.2	13.8	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	46.7	42.4	10.9	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	31.0	56.1	12.9	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	50.9	35.8	13.2	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	49.0	25.5	25.5		36.4	30.6			2013	*	*	*	*	*	*		36.4	48.1
*A 2014	*	*	*	13.9	63.5	22.6	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	26.4	54.1	19.6		53.4	30.8			2013	*	*	*	*	*	*		31.0	45.2
5 2014	12.9	67.7	19.4	28.4	55.5	16.1		54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	18.2	72.7	9.1	28.5	62.5	9.0		56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	25.0	69.2	5.8		62.8	6.6			8 2014	*	*	*	*	*	*		41.0	39.2
2013	*	*	*	33.3	61.2	5.4	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9			10 2014	*	*	*	*	*	*		37.3	34.0
2013	*	*	*	27.1	58.7	14.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

[†]College and Career Preparation (CCP) – 2012

Reading

Mathematics

Science

[‡]Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

STATE % 10.3 26.5 26.3

63.8

67.7

63.6

60.9

66.9

67.3

62.8

63.3

54.5

44.1

51.4

47.7

40.8

46.7

54.9

51.8

46 5

48.1

45.2

37.9

33.1

39.2

37.3

11.9 24.3

11.4 25.0

12.6 26.5

7.9 24.8

12.6 24.6

11.2 25.5

20.9 22.8

19.2 36.8

14.7 15.5 36.8

18.9 40.3

19.7 40.9

16.0 37.0

13.3 31.9

14.3 33.9

15.5 36.4

23.8

19.6 42.5

22.7 44.2

19.8 41.0

22.3 40.4

17.2 36.1

17.8 35.7

34.3

31.0

37.3

33.3 34.3

18.8 26.6

35.9

33.9

10.2 22.1

23.5

25.9

21.0

School Progress								Δtt	endano	e Rate %		ool		ounty		ate
												2013	2014	2013	2014	2013
	Percent Readin			a rticipa i Reading			aduatio		ementaı Iiddle	У	≥ 95.0	≥ 95.0 *	≥ 95.0 ≥ 95.0	94.6 94.1	95.7 95.4	95.5 95.1
All Students				Met	Met				igh		*	*	2 95.0 94.1	94.1	92.7	92.5
American Indian or		+						-	-	ualifications			34.1	31.4	32.7	32.3
Alaska Native		*			*			_	certific							
Asian	*	*		*	*					Professional	26.7	38.5	29.7	34.4	27.2	28.4
Black or African	Not Me					$\neg \vdash$		A	dvanced	Professional	73.3	61.5	69.5	63.1	65.5	65.1
American	NOT ME	t na	<u>' </u>	na	na	4		Re	esident 1	Teacher	0.0	0.0	0.0	0.0	0.7	0.8
lispanic/Latino of any	Not Me	t na		na	na			Co	ondition	al Teacher	0.0	0.0	0.0	0.0	1.0	0.9
race		-				-		% of	f classes	NOT taught by high	ly qualifie	d teach	ers:			
Other Pacific Islander	Hawaiian or * acific Islander * * * * * * * * * * * * * * * * * * *				*				ll Quartil		6.2	0.0	2.1	1.2	7.6	6.2
						-				y Low Poverty	*	*	*	*	3.0	2.4
		na	_	na	na	\dashv				y High Poverty	*	*	*	*	11.4	6.6 5.6
Two or more races	Met	na		na	na	_				Low Poverty High Poverty	*	*	*	*	6.0 15.7	14.0
Free/Reduced Meals			1	Met	Met					,					13.7	14.0
Special Education	Not Me	t na	1	na	na	4		<u> </u>		uation Rate						
Limited English	Not Me	t na		na	na					013 (4-Year Rate)	*	*	00.44	88.00	07.40	84.97
Proficient								CI	ass of 20	013 (5-Year Rate)	•		89.14		87.48	
	MS	A Pro	ficier	ncy Le	vels			В	asic %	Proficient %	Advance	ed %			Alt-	MSA
Approximately set for all stud		1aryland	student	s take M	SA, 1% t	ake Alt	-MSA. Th	e Basic I	Level is be	low the goal		Appro		1% of Ma	ryland stu	udents ta
GRADE	S	CHOOL	.%	C	OUNTY	%	9	STATE	%				G	RADE	S	CHOOL9
3 2014	3 2014 55.0 37.5			39.2	57.0	≥5.0	22.8	62.3	14.8					3 2014	*	*
2013	2013 42.9 47.6			17.9	64.2	17.9	17.4	60.5	22.1					2013	*	*
4 2014	4 2014 21.7 69.6				68.8	20.8	13.7	55.5	30.8					4 2014	*	*
2013			8.7	10.4		24.7			29.8					2013	*	*
201:	2013 11.1 6				04.9	24.7	11.8	38.4	29.8					2013		

Reading

Mathematics

Science

2013

58.7

14.2

17.4 60.7 2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8612. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels	Basic %	Proficient %	Advanced %	Alt-MSA Proficiency Levels
-				•

ake Alt-MSA. The Basic Level is below the goal set for all COUNTY % 5 2014 8.1 32.4 59.5 11.8 33.6 54.6 11.0 34.5 54.4 5 2014 31.0 31.8 2013 55.2 13.8 35.9 50.3 11.6 56.6 2013 6 2014 44.2 25.2 16.8 39.5 43.7 6 2014 2013 40.8 40.8 15.9 40.6 2013 7 2014 31.6 43.6 35.9 42.8 7 2014 2013 51.9 35.1 15.0 36.9 48.1 2013 13.0 8 2014 40.3 8 2014 27.7 43.4 28.9 23.1 36.6 2013 18.2 43.9 37.8 19.0 34.9 46.1 2013 *E 2014 66.4 17.4 54.1 28.6 10 2014 2013 62.3 12.3 17.0 55.3 27.8 2013 3 2014 45.0 32.2 55.9 25.8 3 2014 2013 33.3 57.1 9.5 17.3 54.9 27.8 17.8 53.3 28.9 2013 4 2014 ≥5.0 32.2 4 2014 27.3 72.7 15.9 53.3 30.8 19.4 48.4 2013 13.9 36.1 50.0 18.1 38.1 43.9 11.2 42.1 46.7 2013 5 2014 48.6 35.1 16.2 27.6 60.5 11.8 27.2 52.9 19.9 5 2014 2013 13.8 55.2 20.7 19.1 55.5 25.3 2013 6 2014 6 2014 49.7 5.4 2013 2013 59.2 13.8 22.9 48.0 29.1 26.9 7 2014 10.9 43.5 19.6 7 2014 46.7 42.4 36.9 2013 31.0 56.1 12.9 27.4 49.3 23.3 2013 8 2014 50.9 35.8 13.2 41.3 32.8 25.9 8 2014 2013 49.0 25.5 25.5 33.0 36.4 30.6 2013 *A 2014 10 2014 22.6 30.8 2013 2013 19.6 53.4 26.4 54.1 15.8 5 2014 42.1 21.1 28.4 16.1 35.8 54.9 9.3 5 2014 36.8 55.5 10.3 9.0 56.4 2013 48.3 28.5 62.5 33.0 10.6 2013 8 2014 25.0 69.2 5.8 30.6 62.8 6.6 8 2014 2013 61.2 28.6 64.6 6.7 2013 *B 2014 9.9 61.7 10 2014

[†]College and Career Preparation (CCP) – 2012

2013

‡Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

K	ent Co	unt	y F	-lig	jh																			0301	
Sch	hool Progress								Atte	endan	ce Rate %	Sch 2014	ool 2013	2014	ounty 2013	St 2014	ate 2013	20	014 Sch	ool Pr	ogress	s Index	x (SPI)	
_	ı	Percent			articipa			aduatio		lementa	iry	*	*	≥ 95.0	94.6	95.7	95.5	SP	1: 0.9773		Strar				
	All Students	Readin Met	g M	ath et	Met Met	g Mat Me		Met		1iddle igh		* 94.1	* 91.4	≥ 95.0 94.1	94.1 91.4	95.4 92.7	95.1 92.5	-	ues 1.0000			the targ int Gap		CCF	.
An	nerican Indian or	*	,	,	*	*	Т	na	<u>Tea</u>	cher C	ualifications								Algebra		1.0182)647	CCF	`
	Alaska Native Asian	na	l n	 	na	na	+	na		f certific	cates: Professional	25.0	33.3	29.7	34.4	27.2	28.4	ı	English		0.9602		9769		
	Black or African	Met	M			na		Met	A	dvance	d Professional	75.0	61.5	69.5	63.1	65.5	65.1		Biology ‡Dropou		0.9548		3726 0095		
Hispar	American nic/Latino of any			-		\vdash			-		Teacher nal Teacher	0.0 0.0	0.0	0.0 0.0	0.0	0.7 1.0	0.8 0.9		Graduation			0.9	9631	1.029	
No	race	Met	M	et	na ———	na	+	na			s NOT taught by high	nly qualifie	d teach	ers:					†cci)				0.895	57
	itive Hawaiian or er Pacific Islander	*	*	ķ.	*	*				ll Quart Iementa	iles Iry Low Poverty	3.9 *	4.1	2.1	1.2	7.6 3.0	6.2 2.4								
_	White	Met	M		Met	Me		lot Met	EI	lementa	ry High Poverty	*	*	*	*	11.4	6.6	6							
	wo or more races e/Reduced Meals	na Met	n M		na Met	na Me		na Met			ry Low Poverty ry High Poverty	*	*	*	*	6.0 15.7	5.6 14.0								
	Special Education	Met	M		na	na	_	na	Coh	ort Gra	duation Rate							_							
	Limited English	na	n	a	na	na		na			013 (4-Year Rate) 013 (5-Year Rate)	89.14	88.00	89.14	88.00	87.48	84.97	,							
	Proficient								_					03.14											
	Approximately				ncy Le		ake Alt.	MSA Th		Basic %	Proficient %	Advance		wimataly	10/ of Ma				oficiency	•				at far all	
	set for all stud		nai yiailu	studen	its take iv	ISA, 170 C	ake Ait	IVISA. III	e basic i	Level is b	elow the goal		stude		1% or ivia	ryiand st	udents ta	аке А	lt-MSA. Th	e Basic	Levei is	below th	ie goai s	et for all	
	GRADE	5	SCHOOL	L%	C	OUNTY	%	,	STATE	%				G	RADE	S	CHOOL	%	C	OUNTY	′%	;	STATE	%	
	3 2014	*	*	*	39.2	57.0	≥5.0		62.3						3 2014	*	*	*	*	*	*	10.3	26.5	63.2	
	2013		*	*	17.9	64.2									2013	*	*	*	*	*	*	13.4	26.3	60.3	
	4 2014	. *	*	*	10.4	68.8	20.8	13.7	55.5	30.8					4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
	2013	*	*	*	10.4	64.9	24.7	11.8	58.4	29.8					2013	*	*	*	*	*	*	10.2	22.1	67.7	
	5 2014		*	*	11.8		54.6		34.5						5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
	2013		*	*	13.8	35.9	50.3		31.8						2013	*	*	*	*	*	*	12.6	26.5	60.9	
gu	6 2014		*	*	30.6				39.5						6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
Reading	2013		*	*	18.5	40.8	40.8		40.6						2013	*	*	*	*	*	*	10.3	25.9	63.8	
ea	7 2014		*	*	24.8		43.6	21.2		42.8					7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
~	2013		*	*	13.0	51.9	35.1	15.0		48.1					2013	*	*	*	*	*	*	7.9	24.8	67.3	
	8 2014		*	*	27.7		28.9		36.6						8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
	2013			*	18.2		37.8	19.0		46.1					2013	*	.	*		4	*		25.5	63.3	
	*E 2014		68.4	14.7		66.4	14.3		54.1					:	10 2014	•	•	•		•		18.8	26.6	54.5	
	2013		63.2	12.5	25.3		12.3		55.3						2013 3 2014	*	*	*	*	*	*	20.9	22.8	56.3	
	3 2014		*	*		55.9		25.8								*	*	*	*	*	*	12.5	35.9 36.8	51.6	
S	2013		*	*		54.9	27.8		53.3						2013	*	*	*	*	*	*			44.1	
Mathematics	4 201 4 2013		*	*		53.3 38.1			48.4 42.1						4 2014 2013	*	*	*	*	*	*		33.9 36.8	51.4 47.7	
Ē	5 2014		*	*		60.5			52.9						5 2014	*	*	*	*	*	*	18.9	40.3		
j.	2013		*	*		55.2			55.5						2013	*	*	*	*	*	*		40.9		
<u>Ja</u> t	6 2014		*	*		49.7			46.4						6 2014	*	*	*	*	*	*		37.0		
2	2013		*	*		59.2			48.0						2013	*	*	*	*	*	*		36.1		
	7 2014		*	*		42.4			43.5						7 2014	*	*	*	*	*	*		31.9		
	2013		*	*		56.1			49.3						2013	*	*	*	*	*	*		33.9		
	8 2014		*	*		35.8			32.8						8 2014	*	*	*	*	*	*		35.7		
	2013		*	*		25.5			36.4						2013	*	*	*	*	*	*		36.4		
	*A 2014		64.9	23.1		63.5		15.8						:	10 2014	*	*	*	*	*	*		34.3		
ָט		3 25.3	54.8			54.1		15.8							2013	*	*	*	*	*	*		31.0		
วน	5 2014		*	*		55.5			54.9	9.3					5 2014	*	*	*	*	*	*		42.5		
Science	2013		*	*	28.5		9.0		56.4						2013	*	*	*	*	*	*		44.2		
Š	8 2014		*	*		69.2	5.8		62.8	6.6					8 2014	*	*	*	*	*	*		41.0		
	2013		*	*		61.2			64.6						2013	*	*	*	*	*	*		40.4		

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

10 2014

28.7 37.3 34.0

15.4 61.7 22.9

*B 2014 21.3 68.4 10.3 23.9 66.2 9.9

2013 26.1 59.5 14.4 27.1 58.7 14.2 17.4 60.7 21.9

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Kent County Middle School School State County **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient** Participation Rate Graduation Elementary 95.5 ≥ 95.0 94.6 95.7 Reading Math Reading Math Middle ≥ 95.0 94.1 ≥ 95.0 94.1 95.4 95.1 All Students Met 94.1 91.4 92.7 92.5 American Indian or **Teacher Qualifications** Alaska Native % of certificates: Asian Standard Professional 48.1 48.1 29.7 34.4 27.2 28.4 Black or African Advanced Professional 51.9 48.1 69.5 63.1 65.5 65.1 Met Met American Resident Teacher 0.0 0.0 0.7 0.8 0.0 0.0 Hispanic/Latino of any 0.0 0.0 Conditional Teacher 0.0 0.0 1.0 0.9 race % of classes NOT taught by highly qualified teachers: Native Hawaiian or 0.0 7.6 Other Pacific Islander **Elementary Low Poverty** 3.0 2.4 White Met Met Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 14.0 Free/Reduced Meals Not Met **Cohort Graduation Rate** Special Education Not Me Class of 2013 (4-Year Rate) 84.97 88.00 Limited English Met 89.14 87.48 Class of 2013 (5-Year Rate) Proficient

Reading

Mathematics

2014 School Progress Index

Your school is in Strand 4 based on your 2013 SPI of 0.9057. 2014 Strands were not assigned due to the PARCC field test.

	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Leve	els			
Approximately 9 set for all studen		aryland	student	s take M	SA, 1% t	ake Alt-N	ИSA. Th	e Basic L	evel is be	low the goal		roximately 1% of Mary	land st	udents	take Alt-N	ЛSA. Th	e Basic L	evel is b	elow the	goal se	t for all
GRADE		CHOOL	_%	С	OUNTY	· %	9	STATE	%		Stud	dents. GRADE	S	CHOO	L%	С	OUNTY	%	s	STATE %	%
3 2014	*	*	*	39.2	57.0	≥5.0	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	17.9	64.2	17.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	10.4	68.8	20.8	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	10.4	64.9	24.7	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	11.8	33.6	54.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	13.8	35.9	50.3	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	30.1	44.5	25.3	30.6	44.2	25.2	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	18.5	40.8	40.8	18.5	40.8	40.8	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	24.8	31.6	43.6	24.8	31.6	43.6	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	13.0	51.9	35.1	13.0	51.9	35.1	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	27.7	43.4	28.9	27.7	43.4	28.9	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	18.2	43.9	37.8	18.2	43.9	37.8	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	19.3	66.4	14.3	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.3	62.3	12.3	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	32.2	55.9	11.9	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	17.3	54.9	27.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	15.9	53.3	30.8	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	18.1	38.1	43.9	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	27.6	60.5	11.8	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	24.1	55.2	20.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	44.5	50.0	5.5	44.9	49.7	5.4	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	26.9	59.2	13.8	26.9	59.2	13.8	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	46.7	42.4	10.9	46.7	42.4	10.9	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	31.0	56.1	12.9	31.0	56.1	12.9	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	50.9	35.8	13.2	50.9	35.8	13.2	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	49.0	25.5	25.5	49.0	25.5	25.5	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	13.9	63.5	22.6	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	26.4	54.1	19.6	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	28.4	55.5	16.1	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6		37.9
2013	*	*	*	28.5	62.5	9.0	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	25.0	69.2	5.8	25.0	69.2	5.8	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	33.3	61.2	5.4	33.3	61.2	5.4	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3		37.3
*B 2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	27.1	58.7	14.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

[†]College and Career Preparation (CCP) – 2012

[‡]Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Millingto					uı y						Sch	ool	C	ounty	C+	ate							0102
School Progress								Atte	ndan	ce Rate %	2014		2014	2013	2014	2013	20)14 Sc	hool P	rogres	ss Inde	X	
F	Percent Readin			articipa Readin			duation		menta ddle	ry	≥ 95.0 *	94.1	≥ 95.0 ≥ 95.0	94.6 94.1	95.7 95.4	95.5 95.1	Y	our s	chool	is in	Stranc	l 2 ba	sed on
All Students	na	Me	et	Met	Met			Hig	;h		*	*	94.1	91.4	92.7	92.5	yc	our 20	013 SI	PI of 1	.0951	. 2014	4 Strand
American Indian or Alaska Native		*			*				her Q	ualifications ates:								ere n		ignec	d due 1	to the	PARC
Asian	na	na	.	na	na					Professional	20.0	10.0	29.7	34.4	27.2	28.4		old to	<u> </u>				
Black or African American	na	Me	et	na	na					d Professional Teacher	80.0 0.0	90.0 0.0	69.5 0.0	63.1 0.0	65.5 0.7	65.1 0.8							
Hispanic/Latino of any race		Me	et		na					nal Teacher S NOT taught by hig	0.0	0.0	0.0	0.0	1.0	0.9							
Native Hawaiian or Other Pacific Islander	*	*		*	*			All	Quarti		0.0 *	0.0	2.1	1.2	7.6 3.0	6.2 2.4							
White	na	Me	et	na	na					ry High Poverty	*	*	*	*	11.4	6.6							
Two or more races	na	na	.	na	na					y Low Poverty	*	*	*	*	6.0	5.6							
Free/Reduced Meals	na	Me	et	na	na			Sec	ondar	y High Poverty	*	*	*	*	15.7	14.0							
Special Education	na	Me	et	na	na			Coho	rt Gra	duation Rate													
Limited English Proficient	na	Me	et	na	na					013 (4-Year Rate) 013 (5-Year Rate)	*	*	89.14	88.00	87.48	84.97							
	MS	A Pro	ficie	ncy Le	vels			Ba	sic %	Proficient %	Advance	d %			Alt-	MSA	Profic	ienc	y Leve	els			
Approximately set for all stude		1aryland	studen	ts take M	ISA, 1% t	ake Alt-I	MSA. The	Basic Le	vel is b	elow the goal		Appro stude	oximately ents.	1% of Ma	ryland stu	udents ta	ke Alt-M	1SA. Th	e Basic I	Level is l	below th	e goal s	et for all
GRADE	S	CHOOL	.%	С	OUNTY	%	S	TATE %	, D				G	RADE	S	CHOOL9	%	С	OUNTY	%		STATE	%
3 2014	*	*	*	39.2	57.0	≥5.0	22.8	62.3	14.8					3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	≥5.0	90.0	6.7	17.9	64.2	17.9	17.4	60.5	22.1					2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	6.9	69.0	24.1	10.4	68.8	20.8	13.7	55.5	30.8					4 2014	*	*	*	*	*	*	11.9	24.3	63.8

> 19.8 41.0

22.3 40.4

37.3

33.3 34.3

39.2

37.3

L% COUNTY % STATE % 10.3 26.5 26.3 11.9 24.3 63.8 >5.0 61.5 34.6 10.4 64.9 24.7 58.4 29.8 2013 2013 11.8 10.2 22.1 67.7 5 2014 13.6 31.8 54.5 11.8 33.6 54.6 11.0 34.5 54.4 5 2014 11.4 25.0 63.6 2013 >5.0 26.1 73.9 13.8 35.9 50.3 11.6 31.8 56.6 2013 12.6 26.5 60.9 6 2014 44.2 25.2 16.8 39.5 43.7 6 2014 23.5 2013 40.8 40.6 2013 25.9 40.8 15.9 7 2014 31.6 43.6 21.2 35.9 42.8 7 2014 21.0 66.9 2013 51.9 35.1 15.0 36.9 48.1 2013 7.9 24.8 67.3 13.0 8 2014 40.3 8 2014 62.8 27.7 43.4 28.9 23.1 36.6 12.6 24.6 2013 18.2 43.9 37.8 19.0 34.9 46.1 2013 11.2 25.5 63.3 *E 2014 66.4 17.4 54.1 28.6 10 2014 18.8 26.6 54.5 2013 62.3 12.3 17.0 55.3 27.8 2013 20.9 22.8 3 2014 32.2 55.9 25.8 3 2014 35.9 2013 6.5 48.4 45.2 17.3 54.9 27.8 17.8 53.3 28.9 2013 19.2 36.8 44.1 4 2014 48.3 32.2 4 2014 51.4 ≥5.0 48.3 15.9 53.3 30.8 19.4 48.4 14.7 33.9 2013 11.1 29.6 59.3 18.1 38.1 43.9 11.2 42.1 46.7 2013 15.5 36.8 47.7 5 2014 22.7 54.5 22.7 27.6 60.5 11.8 27.2 52.9 19.9 5 2014 18.9 40.3 40.8 2013 65.2 30.4 55.2 20.7 19.1 55.5 25.3 2013 19.7 40.9 6 2014 6 2014 49.7 5.4 16.0 37.0 2013 2013 59.2 13.8 22.9 48.0 29.1 17.2 36.1 46.7 26.9 7 2014 10.9 43.5 19.6 7 2014 54.9 46.7 42.4 36.9 13.3 31.9 2013 31.0 56.1 12.9 27.4 49.3 23.3 2013 14.3 33.9 51.8 8 2014 50.9 35.8 13.2 41.3 32.8 25.9 8 2014 17.8 35.7 46 5 2013 49.0 25.5 25.5 33.0 36.4 30.6 2013 15.5 36.4 48.1 *A 2014 10 2014 22.6 34.3 30.8 2013 45.2 2013 19.6 53.4 31.0 26.4 54.1 15.8 23.8 5 2014 25.0 66.7 8.3 28.4 16.1 54.9 9.3 5 2014 42.5 37.9 55.5 35.8 19.6 8.7 56.4 33.1 2013 >5.0 87.0 28.5 62.5 9.0 33.0 10.6 2013 22.7 44.2

[†]College and Career Preparation (CCP) – 2012

8 2014

10 2014

2013

2013

6.6

8 2014

*B 2014

2013

2013

25.0 69.2 5.8

61.2

58.7

9.9

14.2

30.6 62.8

28.6 64.6 6.7

17.4 60.7

61.7

Reading

Mathematics

Science

[‡]Data from 2013 "na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

10.3 26.5 63.2 26.3 11.9 24.3

10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5

10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6

14.7 33.9

15.5 36.8

17.2 36.1 13.3 31.9

14.3 33.9

17.8 35.7

15.5 36.4 22.2 34.3

23.8 31.0 19.6 42.5

22.3 40.4 37.3

33.3 34.3

22.7 44.2 19.8 41.0

18.9 40.3

19.7 40.9

16.0 37.0

20.9 22.8 12.5 35.9 19.2 36.8

63.8

67.7

63.6

60.9

67.3 62.8

63.3

54.5

44.1

51.4

47.7

40.8

46.7

54.9

51.8

46 5

37.9 33.1

39.2

Rock Hall Elementary School County State **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient Participation Rate Graduation** 95.5 Elementary ≥ 95.0 94.1 ≥ 95.0 94.6 95.7 Reading Math Reading Math Middle ≥ 95.0 94.1 95.4 95.1 All Students Met 94.1 91.4 92.7 92.5 American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Standard Professional 9.1 30.8 29.7 34.4 27.2 28.4 Black or African 90.9 69.2 69.5 Advanced Professional 63.1 65.5 65.1 Met American Resident Teacher 0.0 0.0 0.0 0.0 0.7 0.8 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.0 1.0 0.9 % of classes NOT taught by highly qualified teachers: Native Hawaiian or 0.0 7.6 6.2 1.2 Other Pacific Islander Elementary Low Poverty 3.0 2.4 White Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education 84.97 Class of 2013 (4-Year Rate) 88.00 Limited English 89.14 87.48 Class of 2013 (5-Year Rate) Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

Reading

Mathematics

Science

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9456. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

STATE %

set for all studen	ts.	•			,					students.	y la la s	.uuciito i	tune / iic i		ic basic	
GRADE	S	CHOO	L%	С	OUNTY	%	9	STATE	%	GRADE	S	CHOOL	L%	С	OUNTY	/ 9
3 2014	*	*	*	39.2	57.0	≥5.0	22.8	62.3	14.8	3 2014	*	*	*	*	*	
2013	23.7	60.5	15.8	17.9	64.2	17.9	17.4	60.5	22.1	2013	*	*	*	*	*	
4 2014	14.3	74.3	11.4	10.4	68.8	20.8	13.7	55.5	30.8	4 2014	*	*	*	*	*	
2013	23.5	70.6	5.9	10.4	64.9	24.7	11.8	58.4	29.8	2013	*	*	*	*	*	
5 2014	11.8	35.3	52.9	11.8	33.6	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	
2013	9.1	42.4	48.5	13.8	35.9	50.3	11.6	31.8	56.6	2013	*	*	*	*	*	
6 2014	*	*	*	30.6	44.2	25.2	16.8	39.5	43.7	6 2014	*	*	*	*	*	
2013	*	*	*	18.5	40.8	40.8	15.9	40.6	43.5	2013	*	*	*	*	*	
7 2014	*	*	*	24.8	31.6	43.6	21.2	35.9	42.8	7 2014	*	*	*	*	*	
2013	*	*	*	13.0	51.9	35.1	15.0	36.9	48.1	2013	*	*	*	*	*	
8 2014	*	*	*	27.7	43.4	28.9	23.1	36.6	40.3	8 2014	*	*	*	*	*	
2013	*	*	*	18.2	43.9	37.8	19.0	34.9	46.1	2013	*	*	*	*	*	
*E 2014	*	*	*	19.3	66.4	14.3	17.4	54.1	28.6	10 2014	*	*	*	*	*	
2013	*	*	*	25.3	62.3	12.3	17.0	55.3	27.8	2013	*	*	*	*	*	
3 2014	10.5	63.2	26.3	32.2	55.9	11.9	25.8	54.8	19.4	3 2014	*	*	*	*	*	
2013	21.1	55.3	23.7	17.3	54.9	27.8	17.8	53.3	28.9	2013	*	*	*	*	*	
4 2014	32.4	52.9	14.7	15.9	53.3	30.8	19.4	48.4	32.2	4 2014	*	*	*	*	*	
2013	17.6	41.2	41.2	18.1	38.1	43.9	11.2	42.1	46.7	2013	*	*	*	*	*	
5 2014	29.4	64.7	5.9	27.6	60.5	11.8	27.2	52.9	19.9	5 2014	*	*	*	*	*	
2013	9.1	63.6	27.3	24.1	55.2	20.7	19.1	55.5	25.3	2013	*	*	*	*	*	
6 2014	*	*	*	44.9	49.7	5.4	32.2	46.4	21.4	6 2014	*	*	*	*	*	
2013	*	*	*	26.9	59.2	13.8	22.9	48.0	29.1	2013	*	*	*	*	*	
7 2014	*	*	*	46.7	42.4	10.9	36.9	43.5	19.6	7 2014	*	*	*	*	*	
2013	*	*	*	31.0	56.1	12.9	27.4	49.3	23.3	2013	*	*	*	*	*	
8 2014	*	*	*	50.9	35.8	13.2	41.3	32.8	25.9	8 2014	*	*	*	*	*	
2013	*	*	*	49.0	25.5	25.5	33.0	36.4	30.6	2013	*	*	*	*	*	
*A 2014	*	*	*	13.9	63.5	22.6	15.8	54.4	29.8	10 2014	*	*	*	*	*	
2013	*	*	*	26.4	54.1	19.6	15.8	53.4	30.8	2013	*	*	*	*	*	
5 2014	35.3	52.9	11.8	28.4	55.5	16.1	35.8	54.9	9.3	5 2014	*	*	*	*	*	
2013	15.2	72.7	12.1	28.5	62.5	9.0	33.0	56.4	10.6	2013	*	*	*	*	*	
8 2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6	8 2014	*	*	*	*	*	
2013	*	*	*	33.3	61.2	5.4	28.6	64.6	6.7	2013	*	*	*	*	*	
*B 2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9	10 2014	*	*	*	*	*	
2013	*	*	*	27.1	58.7	14.2	17.4	60.7	21.9	2013	*	*	*	*	*	

[†]College and Career Preparation (CCP) – 2012

[‡]Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress								۸tta	ndana	e Rate %	Sch	ool	C	ounty	St	ate	
School Progress								Alle	Huanic	e Kale %	2014	2013	2014	2013	2014	2013	
	Percent I						raduatio		ementai	У	≥ 95.0	94.2	≥ 95.0	94.6	95.7	95.5	
All Ch	Reading			Reading				1	iddle		*	*	≥ 95.0	94.1	95.4	95.1	
All Students	Not Met	na		Met	Met			Hi	_		*	*	94.1	91.4	92.7	92.5	j
American Indian or	na				na			_		ualifications							_
Alaska Native	*	+	\dashv	*	*	\dashv			certific								
Asian	T		-			-				Professional	43.8	41.2	29.7	34.4	27.2	28.4	
Black or African American	Met	na			na				dvanced esident 1	Professional	50.0	58.8 0.0	69.5 0.0	63.1 0.0	65.5 0.7	65.1 0.8	
Hispanic/Latino of any			\dashv		-	-				eacner al Teacher	0.0 0.0	0.0		0.0	1.0	0.8	
race	Met	na			na			"						0.0	1.0	0.3	,
Native Hawaiian or	*	*	\neg		 	$\neg \vdash$			Ciasses Quartil	NOT taught by high	niy qualifie 0.0	a teacn 0.0	ers: 2.1	1.2	7.6	6.2	,
Other Pacific Islander	*				*					y Low Poverty	*	U.U *	2.1 *	*	3.0	2.4	
White	Met	na	3	Met	Met					y High Poverty	*	*	*	*	11.4	6.6	
Two or more races	na	na	, T	na	na	_				Low Poverty	*	*	*	*	6.0	5.6	
Free/Reduced Meals			_	Met	Met					High Poverty	*	*	*	*	15.7	14.0	
,								Coho	ort Grad	uation Rate							
Special Education	Met	na	1	na	na	\dashv						*		00.00		84.97	-
Limited English	*				*)13 (4-Year Rate))13 (5-Year Rate)	*	*	89.14	88.00	87.48	84.9	,
Proficient								[Cit	u33 OI 20	ora (a real nate)			05.14		07.40		_
	MS	A Pro	ficie	ncy Le	vels			Ва	asic %	Proficient %	Advance	d %			Alt-	-MSA	I
Approximatel				•		ake Alt	t-MSA. The	Basic L	evel is be	low the goal		Appro	oximately	1% of Ma	ryland stu	udents t	al
set for all stud	lents.											stude			,		
GRADE	DE SCHOOL%			С	OUNTY	%	S	TATE 9	%				G	RADE	S	CHOOL	9
3 201	4 23.1	76 0	≥5.0	39.2	57.0	≥5.0	22.8	62.3	14.8					3 2014	*	*	
5 201	4 23.1	70.5	25.0	35.2	37.0	25.0	22.0	02.3	14.0					3 2014			
201	3 17.9	51.3	30.8	17.9	64.2	17.9	17.4	60.5	22.1					2013	*	*	
4 201	4 5.9	58.8	35.3	10.4	68.8	20.8	13.7	55.5	30.8					4 2014	*	*	
201	2 12 0	67.4	10.6	10.4	64.0	247	7 11 0	50/	20.8					2012	*	*	

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8458. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all

set for all studen		iai yiaila	Student	tuke ivi	JA, 170 C	uke Ait i	VISA. 111	c busic i	ever is be	students.	yıarıu	students	take Ait-N	/ISA. III	e basic i	evei is b	elow tri	e goai se	et ior aii
GRADE	S	CHOOL	_%	С	OUNTY	′ %	,	STATE	%	GRADE		SCHOO	L%	С	OUNTY	%	5	STATE	%
3 2014	23.1	76.9	≥5.0	39.2	57.0	≥5.0	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	17.9	51.3	30.8	17.9	64.2	17.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	5.9	58.8	35.3	10.4	68.8	20.8	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	13.0	67.4	19.6	10.4	64.9	24.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	22.2	37.8	40.0	11.8	33.6	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	29.7	27.0	43.2	13.8	35.9	50.3	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	30.6	44.2	25.2	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	18.5	40.8	40.8	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	24.8	31.6	43.6	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	13.0	51.9	35.1	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	27.7	43.4	28.9	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	18.2	43.9	37.8	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	19.3	66.4	14.3	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	25.3	62.3	12.3	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	41.0	56.4	≥5.0	32.2	55.9	11.9	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	18.9	56.8	24.3	17.3	54.9	27.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	15.9	53.3	30.8	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	34.8	56.5	8.7	18.1	38.1	43.9	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	28.9	64.4	6.7	27.6	60.5	11.8	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	45.9	40.5	13.5	24.1	55.2	20.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	44.9	49.7	5.4	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	26.9	59.2	13.8	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	46.7	42.4	10.9	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	31.0	56.1	12.9	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	50.9	35.8	13.2	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	49.0	25.5	25.5	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	13.9	63.5	22.6	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	26.4	54.1	19.6	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	31.1	53.3	15.6	28.4	55.5	16.1	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	51.4	43.2	5.4	28.5	62.5	9.0	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	33.3	61.2	5.4	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	27.1	58.7	14.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

Science

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology